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ABSTRACT

This book contains the proceedings of a seminar that investigated the impact of cognitive and social development on the teaching of science in secondary schools, and the possible ways in which the science curriculum could be a context in which adolescents' development could be positively influenced. Six plenary papers were presented: (1) "Research on Advanced Reasoning, Concept Acquisition, and a Theory of Science Instruction" (Anton E. Lawson); (2) "Hewers of Wood and Drawers of Water? Or Populations in Change?" (Michael Shayer); (3) "Theory in Practice: How to Assist Science Teachers to Teach Constructively" (Peter J. Fensham); (4) "Changing Conceptions" (Rosalind Driver); (5) "Physics Education and Students' Development" (Marie-Genevieve Sere and Annick Weil-Barais); and (6) "Science Teaching from a Developmental Perspective: The Importance of Central Conceptual Skills" (Robbie Case). A total of 22 papers from six working groups on the different aspects of adolescent cognitive development are included. A list of participants is appended. (YP)

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